

Q11 Personal stories are very compelling. Please describe the most significant impacts your child has experienced during this school year, how you feel about that, and how it has affected your family.

Answered: 175 Skipped: 56

#	RESPONSES	DATE
1	I believe the Special Ed teacher needs time & opportunities to collaborate with the regular education teachers to modify materials for my son that it will have more meaning for him. He is a High School Sophomore.	4/10/2018 12:21 PM
2	The school is very judgmental towards my family. The virtual school hasn't been providing my children with the supports they need, but we are choosing to go back to the public school because it is the lessor of the two evils right now.	3/27/2018 1:01 PM
3	We live in a large, urban district. We tried two different public charter schools. Neither charter school recognized any of the obvious signs of my son's disabilities. His learning disabilities aren't that unusual and research specific to his problems and diagnostic labels has been published and easily accessible online for over a decade (including assessment/screening tips and intervention strategies). My son was scoring in the 98th percentile in Reading on state standardized tests yet was flunking his English Language Arts class. He was earning an A+ in Social Studies content, yet his teacher threatened to fail him because his written assignments were always late and he continued to forget to bring a pencil to class. His science teacher told me my son's backpack was "a disaster" and he needed better organization; but when I asked what the teacher could do to help my son, he told me that wasn't his responsibility. Another teacher told me if my son didn't "pull it together" in middle school he was really going to have a hard time in high school. My son took a full semester to complete a quarter-long course. He needed 3-6 extra weeks to finish 2 other courses. He was falling farther and farther behind. My son was marked down by teachers for not being as interactive as his peers and not speaking up enough in groups. He was frequently criticized for not being friendly, not showing enough emotion, and not complimenting peers. (But he actually has Autism. He needed direct teaching and interventions for his social skill deficits – instead he got punitive measures.) Several of his teachers called my son "lazy" and said "he just doesn't want to do the work." He was told he needed to "buckle down." One of his principals said that "the real problem here isn't a learning issue, it's that your son isn't using the resources we already put out for all of our students. He isn't working hard enough. He needs to reach down deep and find his inner resolve." It's almost like they had never heard of Autism, ADHD, or executive functioning deficits. There was NO expertise by any staff. I did not receive any resources or helpful information from school staff. The school psychologist was our biggest barrier to getting help. He did not answer my questions and repeatedly refused to address my concerns. He used outdated tools for assessment, did a limited evaluation, and did not seem to understand how to interpret standardized test results. For example, my son has a huge scatter in test scores – in strength areas he is up to 5 grade level equivalencies above his current grade level and in problem areas he is up to 3 grade level equivalencies below. But the school psychologist insisted that the only scores that mattered were "averaged" scores. So he declared that my son was of "average intellect, average achievement, and average performance – C grades are to be expected, not a concern." The school psychologist also told me that while he couldn't diagnose students, he was absolutely certain that my son did not have ADHD or executive functioning issues. My son attended several IEP eligibility meetings at one of the charter schools. He tried valiantly to advocate for himself. The school staff would thank him for sharing, but then completely disregard what he said. They voted against him, denying all the supports he requested. There was no consensus reached – the school psychologist would call for a vote and my son and I were always outvoted. Not one school staffer was on my son's side. He shut down. He said he never wants to go to another school team meeting because it's pointless. He was upset that the school psychologist took things he said out of context and wrote inaccurate statements in the determination report. He said he felt hopeless. This struggle affected our whole family. There was unnecessary stress and panicky feelings as my son missed deadlines, had overwhelmingly long lists of late or missing assignments, fell behind and failed classes. There was immense frustration as all efforts to advocate for my son's needs were thwarted and denied. So much energy went into having to fight for basic accommodations and rights for my son that other family members' needs were put off. After 2 years of researching, advocating, contacting over 20 different disability-related agencies, and going thru a DPI complaint process, my son's school STILL wouldn't	3/14/2018 10:13 AM

related agencies, and going into a DRI complaint process, my son's school still wouldn't acknowledge his diagnosis or provide needed supports and services. I requested mediation and the school superintendent denied my request. I consulted a Special Education Lawyer but could not afford the legal fees necessary to attempt Due Process. It was an exhausting, demoralizing and futile endeavor. Mercifully, there is a happy ending. We applied for Open Enrollment into a neighboring public school district and my son was accepted. It is a small, rural district. For the first time in his academic career, my son is in a school that prioritizes student needs and has a high level of expertise with learning disabilities. He is a freshman, but he has access to higher grade level work in his talent areas. His teachers at his new school recognized his learning disability within weeks of the school year. They also recognized his Autism. He is receiving academic and social supports now. Parents are treated with respect, IEE reports were accepted without question, 504 Meetings are short and productive with the whole focus on collaborative brainstorming. Supports are easily added, as needed. The school psychologist is an ally and problem-solver. Teachers have told me they look forward to meeting with me and learning from me how they can better help my son. He isn't wild about the commute - it's 45 minutes one way - but he is making progress and doing so much better than last year. He likes learning again. It is an amazing feeling to have no tension or frustration around school. We feel supported. Thank heavens for the option to get an Independent Education Evaluation! With private consultations, my son's giftedness was recognized along with diagnoses of ADHD, Autism, slow processing speed (most significantly impacting writing output), Sensory Processing Disorder, and fine motor deficits. It was impossible to figure out how to help him without some direction on the root cause of his struggles. Resources specific to "Twice Exceptional Students" and Asperger's Syndrome have been hugely beneficial for us. Thank heavens for the Open Enrollment option! What a difference between school districts. I am so grateful to have found a public school option that supports students reaching their potential, welcomes differences, and sets my son up for success. I wish all school districts in WI did this.

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| 4 | We live in the Poynette School district and had a very negative experience there- not willing to help my ADHD/ASD child. And when help was finally given it was too little. We open enrolled to Sun Prairie schools, this is our 2nd year there. We are very satisfied. | 3/8/2018 5:01 PM |
| 5 | My child was accused of stealing another child's personal item in a locker room setting- don't have abilities to open a lock on own. We're told the next time he steals the police will be involved. Have never had any issues like this in the over 10 years in school system. This has led to different behaviors at home and a more negative view of time to get ready for school. | 3/5/2018 9:33 PM |
| 6 | The staff does the best they can with what they have. Our child is no longer in school as he ended up with such behaviors that the building was not an appropriate setting for him. He is much happier and successful without the demands the school believed they needed to place on him. To control his every move and moment created an angry person (as it would any of us). Though when you don't have enough staff or training to support the needs of all the various abilities what are they to do?!?! Shame on the government for limiting funding to this population of voting, and able (though maybe differently abled) citizens of our communities! | 3/4/2018 9:53 AM |
| 7 | We have been very happy with the educational and behavioral support from Greenland Elementary, they have been open to suggestions and in turn offered advice to us the parents; our son has really improved with having para-aids with him and not being treated like he's "different" | 3/3/2018 5:50 PM |
| 8 | The school is providing transportation to employment opportunity secured by the family - no navigational assistance from the school and it took many months! He is slowly making progress with the limited supports the school has to offer - not their fault - he has a great teacher - there is no financial support to provide the programming needed for our transitioning students. Without the transition education called for in "College and Career Ready", students are aging out of education without the skills needed, or the information families need to become contributing members of society. It is appalling that education is not funded appropriately - My son is years behind where he should be at this transitioning stage. This fact affects his confidence, his ability to function with peers, and his ability to move toward independence. In turn, our family is struggling to maintain the household and provide the education/training he is not receiving at school. You can literally see the potential for independence (school personnel say the same thing), but the appropriate public education services are not being provided - someone has to re-set government priorities or we really will go "belly up" as uneducated, untrained young adults - unnecessarily - over stress our social welfare system. Put the money in up front and you will reap the rewards. This is not news... We just need someone with the authority to do so, fund our public education system in such a way that even those with special needs will be able to contribute to a healthy society. Okay, I got a little carried away, but this is mentally and emotionally taxing for our family; and there is such a simple solution that greedy government officials refuse to see... | 3/2/2018 12:26 PM |

9	This year my son has done a reversal. Instead of making progress and keeping up with his peers, his academics have slipped drastically. He can no longer keep up and he doesn't have any homework to bring home so we as parents, can't help him with his skills as we don't know what he is working on. The level of collaboration has gone down too. My son no longer likes going to school, is having a more difficult time in making and maintaining friendships and verbally acknowledges that he is no longer as smart as his peers. It is frustrating to see this change and to encourage him to always try his best.	3/1/2018 1:52 PM
10	My child is being bullied and made fun of and being called delusional by school staff. When he speaks he's being told to be quiet because no one's talking to you. Teachers are telling other students just ignore him. He's being by passed when treats or party invites are being handed out to class. People are not picking him to be on their team and he's constantly being made seem like an outcast. Seeing how he's being treated makes me have to work extremely hard to let him know its not his fault that people treat him the way that they do, and that he's just the way he should be. He now has a negative attitude about everything and not much drive to do anything. He constantly is accused of doing things. His older brother believes that he's "retarded" and says that they have kids just like that at his school. I can't work a full time or regular job, because I'm being called to come pick him up at the drop of a hat. I miss things at the other children's schools because I have to tend to his needs at school. His brothers get jealous and see it as if I'm choosing him over them.	3/1/2018 1:29 PM
11	The school does not offer high school classes that are modified so that my non-verbal child can participate and earn graduation credits. They say they will give her a certificate instead. Schools need more support from the state for students that use AAC. The staff does not know how to accommodate them. They also need AT specialists to assist teachers, and training in AAC in the classroom	3/1/2018 8:57 AM
12	She is getting less services and forgetting what she has learned also only going half days this year I am not able to do everything at home when school doesn't re enforce it She is going backwards!!!	3/1/2018 8:04 AM
13	My child has had the same goals for the past two years and they refuse to add any meaningful goals. My son is bright, he has visual impairment, he has speech and language impairment and he can learn when taught to his ears. But the district will only teach visually and he lost his best vision advocate when the district did not renew his contract over money. When trying to advocate for my son, our special education director bullies parents labeling you as a problem parent for speaking out. We cannot get our district to put into the IEP assistive technology and goals that are meaningful to help guide the teachers to help him. A change with his special education teacher has made him sit waiting for her to understand him and his needs and we are still waiting for her to give him new goals and after asking for an IEP we waiting three months later. While the amazing teacher and para continue to struggle for leadership and teaching him when they know he is capable, but the leadership will not teach him the way he needs to learn. This is a child from WI foster care who has been adopted and had many advantages but the school is failing him because he cannot learn the way they teach and they have no idea what to do.	3/1/2018 1:04 AM
14	I feel he is not given social skills to interact with peers. Bullying isnt always addressed. He has been at a 2nd grade level for 3 years.	2/28/2018 11:56 PM
15	My child struggles with fine motor tasks and holding any utensils. School wanted to drop/decrease OT because she doesn't like it. This bothers me because I know she doesn't like it but it is an area where she needs help in so we can have her be more independent. They could not think of goals to write for her....Also during the IEP they asked me how my cognitively impaired child is doing academically...she is nonverbal and acts like a 2 year old. This question was difficult to answer because we are not focused on that at this time. We need her to have social skills, self help skills, routine, and limits.	2/28/2018 9:37 PM
16	In a he last several years our school has gone through 3 special ed teachers, 2 school psychologist, and both third grade teachers quit over the summer, there is no quite space/sensory gym, but the principal thought it a good idea to create a maker space .Thisis why we decided on a private school for our daughter.	2/28/2018 8:53 PM
17	I just feel that my child is not receiving enough support for her educational challenges. The school does not have enough school / classroom aides like past years. In addition, there are not enough social workers for the district. They went from one social worker to two for an entire district. Watertown Unified School District	2/28/2018 8:18 PM

18	I can't sleep at night. I advocate for my son & nothing is done. I worry how he will be independent. I think about all the wasted time that he can't get back. And, I feel badly sending him to school because he doesn't want to be there & we no other option. I'm struggling with anxiety daily because I believe in no child left behind & I know he is smart & could be in a position to give back if he was getting the academic, emotional & social support he requires now.	2/28/2018 7:58 PM
19	I've been begging for New Software to teach my son who is Autistic in following subjects as Math, Reading and Spelling. Finally they are looking into purchasing a reading software for Austin since he learns visually. Its frustrating because I feel like I have to teach him myself as we have him using ASDReading software at home since last year. He just started the Mathseeds Software at home and this summer I am looking at signing him up for Abacus. All teaching aids are financially paid out of my hard earned work. Truly frustrating because our school systems need to provide adequate teaching aids and software for our special needs kids.	2/28/2018 7:48 PM
20	Our child is already enrolled in an all inclusive special needs school(public). For class placement in 2017-2018, our child was placed in a classroom where the needs of others in the classroom significantly outweigh our child's needs. When asked for new classroom placement, was told all rooms are to capacity. When asked to potentially switch schools, was told that the iep team rejects going to our neighborhood(public) school due to intellectual disabilities of our child. Our child's goals have been significantly reduced, no learning from peers and social interaction is at a minimum. Our child appears withdrawn and isn't given the opportunity to grow educationally or socially. Nor the opportunity to be with typically developed peers of our child's own age.	2/28/2018 7:39 PM
21	We moved my son from a small town school to a city school he went from a 1.75 grade point average to a 3.75 at his new school there are more resource at his new school than at his old one more people to work with him and help direct him in the right direction i am very happy with this change and would do it again but i would have done it sooner and not in 10th grade year now he is in 11th grade and doing wonderfully	2/28/2018 7:35 PM
22	I love that the "super senior" option of the Independence for Learning program is available to my young adult. It is managed from Horace Mann High School in North Fond du Lac, but it is run and conducted on the college campus of Moraine Park Technical College in Fond du Lac. The program has had a 100 percent success rate at leading to work in the community and also successfully leads some students on to associates degrees. Pamela Jandura 920 517 7041	2/28/2018 6:12 PM
23	School is doing things with her like bowling and swimming now when this was never offered to her before	2/28/2018 5:35 PM
24	I have a child who has struggled learning to read. The things you take for granted until you are faced with the grim reality how dependent upon the written word we are in today's society. The fear that one day my child will not be able to support themselves and there are no Federal programs helping because it not considered "disabling enough" of a condition baffles my mind. Educators struggle to understand or believe that children have "hidden" disabilities, out of sight out of mind. Watching our child's achievement gap widen was the most difficult to endure even though we had weekly meetings and the school was unwilling to work with us. We are very disappointed at the lack of training of educators in reading, when a child makes more progress with a tutor outside of school you know something is terribly wrong. Many sleepless nights, awake with worry and hours of searches, reading to look for options which don't exist in the state. What makes a special education "special" if you do not see progress in school? Why are spending so much in costly special ed programming and getting so little? Why are families caught up in the egos of the teaching profession's "theories" when there are solutions? Children are silently struggling in schools. NICHD had reports to Congress in 1965, 2002 IDEA stated the essential components of reading and schools in WI ignore the principles? 2016 President Obama signed the READ Act into law Research excellence and advancement for dyslexia, we have Federal Dear Colleague letters and yet schools still deny children the right to indicate dyslexia on an IEP. Reading is the cornerstone of any child's education if a child cannot learn to read (which most can only severely cognitively impaired students cannot) you are disabling them for life. Learning to read should not be so very difficult.	2/28/2018 3:44 PM

25	The school district, abruptly and without discussion with parents kept decreasing the staff available for OT and PT, and then outsourced those services to CESA, which meant they lost 2 top quality therapists who had been with the district for several years. There is now much less collaboration between therapy services, classroom and us as parents. We feel that the therapists do not have much personal or professional commitment to our son, as their loyalty is to the agency. As a result, our son now only maintains his capabilities, but does not progress in his motor skills. Our son is now in a classroom that is somewhat understaffed, and so things get forgotten or missed. The staff do their best, but they have so many students with high needs and out of control behavior, that our son who is well behaved, does not get the attention he needs at times.	2/28/2018 3:35 PM
26	My child has a hearing loss, with social emotional needs. He had a very hard time understanding his peers. He wishes more peers would sign, even a little. He tends to play by himself, and does not like to go to school. He cries or fights us come morning, while getting ready for school.	2/28/2018 2:47 PM
27	Because she is high functioning I feel she gets pushed to the side so kids with more needs can get extra attention because there is not enough support to go around.	2/28/2018 2:40 PM
28	Both my kids are put in out of district placement due to school not able to handle them I feel!	2/28/2018 2:29 PM
29	My son has been pulled from all but one of his classes due to the schools inability to monitor his safety. There has been a huge increase in bullying issues which results in school refusal on my child's end. There are no elective class options suitable to my child's needs. Nor has any accommodations been made so that he could attend anything other than an art class.	2/28/2018 2:02 PM
30	We just switched to this school in September because we wernt happy with the last school. This school is worse then the school we came from. I will be homeschooling all three of my children this coming year (I have in the past, and my kids learned way more than they have in school). My son is getting great social interaction, but I'm not willing to sacrifice his education for social interaction he can get in any of the other programs I can enroll him into. My son is technically in 3rd grade, he doesn't know how to spell, hardly talks, etc he is being graded on things he shouldn't be at grade level expectations. I'm very displeased with these schools. I can and will do a far better job for my kids.	2/28/2018 1:43 PM
31	I have a gifted child with HFA who is now a C/D student in middle school	2/28/2018 1:10 PM
32	My daughter did well last year. This year the IEP was adjusted to focus on communication as she is far behind in speech and potty training as she was delayed. With those things as the focus, I have noticed more behavioral concerns, but I rarely hear about academic changes or successes. She underwent another set of staffing changes, but I daily hear of her screaming or refusing to do what she is asked/normal expectations. She used to love going to school, but doesn't.	2/28/2018 12:44 PM
33	She is non verbal and in the last year has totally regressed it totally upsets our entire family	2/28/2018 12:28 PM
34	We recently moved from an incredible school district where my son was thriving and wanting to go to school (even on the weekends) to a school that has a better reputation, but has done nothing positive for my son. He now dreads going to school and wants to stay home. The school staff make me feel like I'm a thorn in their sides and they do not solicit or appreciate my input about my child. We are pushing to move him to a different school within the same district, but of things don't improve, we will be open enrolling him once again.	2/28/2018 12:13 PM
35	My daughter (3) has just recently started early ed/special ed program at Lowell elementary school in waukesha, WI We have had an amazing start Her teacher is amazing Her PT and OT are awesome Speech is very slow She is learning at her own speed because of her disabilities	2/28/2018 11:51 AM
36	Child 1: we absolutely LOVE our support staff and primary teacher. I feel like his needs are always taken in to account when helping him navigate his day/week/year successfully. He has an IEP under Educational Autism, but he also qualified for the "gifted program" (I forgot what it's called). In this situation, he is getting accommodations to help him regulate his social/emotional deficits AND he's receiving services to specifically challenge him in areas above and beyond the standard 2nd grade curriculum. We feel truly blessed by the leadership and staff at our school! Child 2: qualifies this year for an IEP because of some behavioral concerns. Those seem to be much less of an issue and, hopefully, minimal support will be needed to help her be successful. I do like that the extra support is there, and deficits have been identified so that she can be at her best as much as possible. Again, I cannot day enough positive things about our staff! We feel very blessed to be where we are.	2/28/2018 11:44 AM

37	High school experience has been very different than his earlier years. Teachers, staff, building administration are willing to work through challenges with my son and our family instead of looking to isolate, remove my son from the current placement, punish, suspend, etc. Earlier years our experience was very negative. HS experience has offered our son a positive, more nurturing and connecting experience which I believe has made all the difference in his desire to learn and participate. He now feels safe, competent, valued and included. Our overall family life is happier, healthier, and more productive because of these critical changes at the high school level.	2/28/2018 11:44 AM
38	Horrific - husband lost 2 jobs because of school not meeting iep and Avi not having g health needs met at school.	2/28/2018 11:38 AM
39	my child's IEP is always followed, when teachers/staff suggest changes they always have detailed information for reasons and it is always in my child's best interest for growth academically as well as socially. He is in an integrated classroom with more than adequate coverage . His teachers communicate very frequently and make sure that we are parents have the tools and resources we need and request to do what we can at home to support his learning. I feel that his school and family lives mesh very well. The staff at his elementary school are family. We are blessed to have the situation we have.	2/28/2018 11:35 AM
40	My child has not been provided what we was promised in his IEP. He has a case manager who talks badly about other programs and doesn't follow through with what he needs.	2/28/2018 11:28 AM
41	Nathan loves going to school, that is a testament to his teachers and peers, we are very happy with his education and experience at NH	2/28/2018 6:59 AM
42	I feel like my son is floating thru school with out being challenged	2/27/2018 11:15 PM
43	My child has trouble controlling himself at times. He receives consequences at school appropriately except lately I have found that some of the things that he has supposedly done were told to the teacher by other children with no adult actually seeing what has happened. As a result my son was disciplined. I feel that kids that are easier can make statements about my son and teachers will believe them rather than my son. Now, my son doesn't feel that his word matters.	2/27/2018 10:00 PM
44	Children need healthier food options (non gmo, gluten free, fresh organic or home/locally grown produce etc. Behavior and Health depend on Nutrition so much. We don't have nutritional support in our schools. It's quite the opposite.	2/27/2018 4:21 PM
45	I have a brilliant child who has a speech impediment. the counselor seeing him through the school district has made tremendous gains with him but now we are plateaued and some kids make fun of him . he is tough but I don't want him to give up. Not sure what else we can be doing for him and I am afraid that over the summer he may not practice like he does once a week with the teacher. Now it is difficult to get a gifted and talented designation because he has an IEP. His math and reading is above grade level but I feel that there is a undiscussed situation where the school doesn't know what to do to get him involved in outreach for programming.	2/27/2018 11:55 AM
46	I have twins and one is in an IEP and the other has pre-IEP interventions. The one not yet in IEP is receiving much more support and I feel the teachers are more involved with her (communication on progress is better). I feel like my other daughter in the IEP has lower expectations set by the school, thus less progress. I'm not even asked to have parent teacher conferences for her. I'm also concerned about the competence of her teachers	2/27/2018 10:41 AM
47	I was specifically told by my son's teacher that he did not belong in the school, would never be accepted and that their community is only interested in having a certain type of child so we should move him to a different school. He attends an Arrowhead feeder school.	2/27/2018 10:21 AM
48	My daughter's disabilities make her different enough that she has no friends at school or at home. While she does not experience overt bullying, she does experience exclusion and isolation. She spends lunch and recess by herself in the resource room. I do not know if it is the lack of enough school counselors or it's just not a priority.	2/27/2018 7:58 AM
49	Doesn't apply, as of now Meadow View elementary has been wonderful with the extra support to help my child. They've worked with me to ensure all of my child's needs are met and have implemented things in her classroom to help her. I'm very thankful to be in such a great school district.	2/27/2018 12:39 AM
50	My son will not pass the seventh grade because instead of teaching him if he has bad behavior they would rather just send him home then he gets no work done he gets behind	2/26/2018 10:16 PM

51	Ms Katy Hayes has been our special ed teacher for the past two years and has helped significantly. She is very educated and truly goes above and beyond to ensure student success. We will miss her when we transition to the HS in 2018.	2/26/2018 10:04 PM
52	He has an EBD IEP. Says that everybody thinks he's a bad kid so he's given up trying. It hurts my husband and I, because we know how kind-hearted he is.	2/26/2018 9:54 PM
53	Recommendations were made by two psychiatrists and a psych hospital. These were given to the public school system. The recommendation was to have her placed at Cradwell. The public school system denied the request and stated they would be able to accommodate her IEP. This lasted not even a year in a middle school. She's now a Junior in high school, far behind socially and academically. The public school system does a good job, but they need to know their limitations.	2/26/2018 7:13 PM
54	My child doesn't have a behavioral support specialist because the district has ONE and that person violated his right to privacy but sharing information about him in a negative manner with a man I was dating at the time. Statements were given by myself and this man to the superintendent of Special Education and she was removed from working with him but I do not believe anything more was done in terms of disciplinary actions.	2/26/2018 4:20 PM
55	My child has made some progress, however we sometimes feel that there is a lack of individual attention.	2/26/2018 3:28 PM
56	My child gets great support at her school for her speech needs. I have every bit of confidence in the staff and the extra attention that she gets so that she makes progress.	2/26/2018 3:25 PM
57	We can't say enough good things about Eliza's support staff and her school. It has been amazing for her. I wish her health was better but that can't be helped. A HUGE shout out for Park Lawn Elementary!	2/26/2018 2:51 PM
58	We moved to an entirely new district mid-December 2017. The transition has been wonderful for our daughter. Being a teen and in 8th grade, it's hard for any student to move, but when you're in this age group and mid-year, it can be even worse. Thankfully, she's been welcomed with open arms and has transitioned very well.	2/26/2018 2:47 PM
59	I feel he could use more one on one quiet time to get work done so it's not late or over due	2/26/2018 2:44 PM
60	Evaluations that have been done do not match the needs presented but my child is being refused additional IEP support based on a 15 minute evaluation rather than what her teacher and parents are sharing.	2/26/2018 2:42 PM
61	My daughter has made tremendous progress over the past two years and I am very pleased with the support she has gotten at school. She is participating in school in a way she never has before.	2/26/2018 2:41 PM
62	He has had a hard time with the new special ed teacher and has become very violent in school. He has started a special treatment and is at school 2/3 hrs a day...a lot of the kids pick on him for being different or having to wear dipars because he sometimes souls himself.	2/22/2018 10:02 PM
63	Public school teacher and principal not willing to assist and start process of IEP even with doctor note stating child was diagnosed with Tourette Syndrome, ADHD, and anxiety disorder. Teacher refused to reduce homework. Moved to producer based charter school. Child now has 504 and has come along way.	2/22/2018 9:31 PM
64	Absences has been a problem with my two children. I have to force them to go to school and strongly encourage them to go. Also more self esteem issues with their father and how he wants them to smart and very very high expectations.	2/22/2018 9:20 PM
65	Selling home. Closing business. Moving to different community/ new school district.	2/18/2018 6:04 AM

66	Now that the student is being homeschooled, he has made significant gains both academically and socially. But he is much farther behind peers than he should be because he did not receive appropriate or individualized supports/services when he was in public school. The most significant impact was in the area of communication - the school district refused to meet his individual expressive language needs, which lead to acting out and loss of verbal speech. The school speech therapist did not have expertise in working with the types of speech issues that student has. The school speech therapist declared that the student would never speak, dropped all articulation goals from IEP, and did not adequately train parents or teachers on the AAC device that she insisted he had to use. (This school district uses parents' private insurance to buy the same outdated AAC device for multiple students with expressive language disorders. There is no individualization and when parents expressed concerns & dissatisfaction with the ineffective AAC device, they were told there were no other options.) When the student was in school, over a 5 yr period, he gained only 30 spoken words. After 3 months of homeschooling, with private speech therapy that focused on articulation, he was up to 90 spoken words. Student's verbal vocabulary continues to explode; he can speak in 2-3 word sentences now and has over 200+ understandable words. Another major impact for him was the loss of opportunities for friendships. Because the school staff did not provide adequate or appropriate educational and health supports, the perception of both adults and classmates was that the student was at a preschool level, instead of his current grade level, and he was treated VERY differently than same age classmates. Not only did this isolate him from peers, but he was not invited for playdates or to parties outside of school. Which is really heart breaking because he is very social and very creative and lonely.	2/16/2018 2:44 PM
67	Nothing ever helped my son when he was in public school. He is at the cusp between 'normal' and special needs and always slipped through the cracks. Homeschooling him through most of his school career has been the best decision.	2/15/2018 10:51 PM
68	My daughter truly enjoys going to school, staff and support staff are wonderful with her.	2/15/2018 2:53 PM
69	My 7 year old child being locked in "The Green" room (a 5x5 padded room) for 4+ hours, before I was called at work to come get him(I worked 30 min. From the school) upon arriving my son was traumatized, with broken blood vessels in his eyes and face from crying so hard. In his 5 previous years of schooling my son had never shown any signs of aggression or regression. Was always known previously to be "Happy-Go-Lucky", helpful, involved, and a leader. Getting called from work almost daily because my 10 year old son eloped from school & ran home, broke into the house and barricaded himself in his bedroom. With the police & school staff in my home trying to get him to return to school safely. I resigned from my position in January to tend to my kids full-time. I just couldn't do that to my children or place of employment any longer. I ended up not being present for one or the other. The job I loved (helping other special needs kids at Middle school level) and was very successful at, of course was the first to go. Furthermore, Being called out on the last day of school field trip- I had to drive to the state park-because my son had jumped in the St. Croix river and the teachers could not get to him. His special ed. Teacher was rolling her eyes, telling me he was just being a brat by "choosing" not to behave, and it had nothing to do with auditory overstimulation as I suggested and knew was the truth. That it's not Autism related & he is capable of behaving. My son has Autism-everything in his environment is autism related. To this day I can't barely even look her in the eyes-I'm just thankful she is no longer his teacher(even though my youngest son will be in her age range next year)She might never fully understand how her attitude towards my son exacerbated one of his worst years to date, which ended up costing over \$80,000 in medical care. (FYI: Three children had drown that month already with in a mile of that area) all this because they had to cut Personal Care Assistant Staff & Teachers Aids? There is more to this story. Despite all of that. I love this district. It is full of highly compassionate people whom go above and beyond their job requirements. I have the utmost respect for all the staff that puts their whole hearts into our children daily. But you can only stretch one person so thin.	2/15/2018 12:46 PM
70	As I replied in last question, my daughters condition is very rare and she will decline. Her having the people available for ambulatory needs etc is our worry.	2/15/2018 10:33 AM
71	The staff are purposely not following seclusion and restraint rules. They feel that they have found loopholes to where they do not need to fill out the paperwork. They tell me that they cannot help with therapies and services anymore, even though they had provided them the year before. They tell me that said therapist or said Aid are no longer employed with the district. And because of that they can't offer me the same services that used to, because they don't have the money to hire a replacement.	2/15/2018 10:06 AM

72	Terrible school experience. From school year 2014-2016 we moved from one school to another. School security had been called many times went in numerous times to meet with teachers and principals. Number of IEP meetings. Had to put our lives on hold. The special ed teachers were horrible even made other kids afraid and distinct from my son which made him sad and confused. Isolation him from other class fellows. Lastly were being moved to a specialized school and were told that there were no trained teachers to understand or accommodate his needs. Started home schooling March 2017. He has become more confident, learning and behavior improved and now is learning to play Ukulele with his music teacher in his music therapy class at home.	2/12/2018 3:40 PM
73	I am very highly pleased at my son's current school. They do a lot of community based field trips. We have a communication notebook. He has never loved school more. He is volunteering at a clinic and feels very needed	2/11/2018 4:07 PM
74	Public schools expect the child to adapt to What society thinks is normal.	2/11/2018 9:01 AM
75	started a job 1 day a week at the humane society through school, great experience for him	2/10/2018 2:16 PM
76	My oldest has begun to be very manipulating and doesn't do the work if he doesn't get his way and is failing in school in so many ways. I am very concerned about him.	2/10/2018 11:07 AM
77	He gets sent home a lot more. In the past his behaviors would be addressed with time with a special education staff but since there resources are drained, once he is a distraction to the regular room we get called to come take him home.	2/10/2018 7:22 AM
78	All of my kids have social anxiety disorder. It makes going to school everyday to be extremely difficult and riddled with anxiety. They are all well behaved and don't act out in a negative way. They are extremely shy which makes everything ten times worse. We have finally gotten them outside counseling and are looking into anxiety meds to help them cope with going to school everyday. We still think regular school is the best thing for them but it's hard and we have considered virtual school and home school, but they don't seem to be the best option.	2/9/2018 4:32 PM
79	My son entered high school this year and was in exclusively segregated classes after an entire academic career of full inclusion. He asked to be "with all the other ninth graders." One class was found, but he spends his time in there listening to music. There is no attempt to adapt content for him. He refuses to go to school because he wants to "work". He is very interested in animation and has self taught advanced animation. School is offering 2nd grade level worksheets on telling time. The disparity is ridiculous and I can't blame him for preferring the challenging and engaging work he engages in at home over the pointless isolation of school. I was working, but had to quit my job reducing our income by 1/3 and qualifying us for food stamps as he can't stay home alone. Respite services that we have access to aren't available during school hours. We are increasingly isolated and I fear for his future as well as my own as I age.	2/9/2018 4:11 PM
80	I feel we are blessed to be in the Kimberly Area School District. For my son they have always work on what my son can do. The school has worked with us to push my son to be the best he can be.. thumbs up for Kimberly area school district!!!	2/9/2018 12:24 PM
81	My younger son has ADHD and learning disabilities. Some classes are more difficult for him than others. His special ed teacher helps him stay organized and track down missing work. This makes our home life better because we aren't constantly harping on our son to get things taken care of.	2/8/2018 4:31 PM
82	When our son had behavior problems in preschool, we decided to move our family into a "more supportive" school district. He has since been diagnosed with autism and Tourette's Syndrome. However, the school denied my request for an IEP, saying he didn't qualify for one. I've also requested Sensory breaks for him, and they agreed to allowing one 10-minute sensory break per day. But, it's been 3 weeks since they approved it, and he still has not had any sensory breaks. Consequently, he won't sit still in class, can't focus on completing work, and when he gets home, he bounces off the walls seeking sensory input.	2/8/2018 1:15 PM

83	I currently have a special needs child in 8th grade. The problems we are experiencing deal more with the Common Core Essential Elements. I am not against Common Core in general but I am as it relates to my special needs child. Especially in math, since the Special Ed teacher needs to follow the CCEE curriculum, my child continues to be taught things she can't comprehend, are meaningless to her in the long-term, and she won't remember once the unit is over. My child doesn't have a solid math foundation, but still new concepts are being introduced. It would definitely be more useful for that time to be spent building her math skills instead of wasted on the CCEE. It would be wonderful to be able to opt-out of all or parts of the CCEE to truly have an Individualized Education Plan that will meet my child's needs - not check a box that says the school district has met the requirements for implementing the CCEE and now can get state funding. Because of this, I have been seriously considering homeschooling my child just so she can learn basic math skills. It is sad that an 8th grade special needs student isn't being taught basic math skills which will be soooo useful in her future, but yet she needs to learn what a polygon is and how to graph a point given x & y. Something isn't right with that.	2/8/2018 11:41 AM
84	My son attends Pewaukee lake elementary, and is in second grade. The impact team approach is outstanding! He has many challenges at school, and continues to have have challenges, but the staff and their interdisciplinary approach and techniques are incredible! We feel so blessed that with many schools experiencing decreases in resources, we have not had that experience.	2/8/2018 10:59 AM
85	My son lost a teacher that could not be replaced due to staff cutbacks, moving of children to different schools, and increased class sizes. I don't feel the staff that is available is adequately trained to handle a child with autism. My son is not making the same progress at school as he was last year and the communication his lacking to say the least. There seems to be a common theme of caring more about what's good for the school and not what is best for the children. We have considered moving out of our current school district and plan to do so this summer.	2/8/2018 10:50 AM
86	We are extremely satisfied with the special education our daughter receives at the Stonebank School	2/8/2018 10:29 AM
87	I am very happy with my child school . He learned so much at school	2/8/2018 10:25 AM
88	The special education department in the Weyauwega/Fremont district was not helpful in transitioning my granddaughter to post education. Her teacher, Mrs. Rucks, constantly yelled at her telling her it is her fault for not keeping up with studies and actually complained to her about her personal problems at home rather than trying to help	2/8/2018 10:21 AM
89	We are really struggling with the social impact for my third grade son and the parental judgment I'm getting as a result of his impulse behavior	2/8/2018 10:19 AM
90	We have. Irked. Wilson certified tutor which has mad the difference.	2/8/2018 1:50 AM
91	He is in a smaller classroom and if he is disrupting the class he goes to a side desk until he is ready to return. He has been able to do this on his own! The smaller class shas been a great advantage to his learning and friendships. He has made new friends in his Special Ed classroom. He loves to cook and has the opportunity.	2/7/2018 7:15 PM
92	My child has been in physiological counseling and I don't feel she is supported very well in the school system due to lack of training of school staff.	2/7/2018 12:56 PM
93	On mornings when my son does not want to go to school, he refuses to get out of bed. The whole family is trying to encourage him. He thrives on positive motivation and sometimes the school seems more punitive for non-compliance. Behavior management training for staff would be helpful; especially the teacher aides.	2/7/2018 11:12 AM
94	Our school district uses the police a great deal. Behaviors that would have been handled by staff in the past are now referred to the police department and tickets are issued. It has been a tremendous burden on our family to attend all the court dates and try to find community service opportunities for my child that will work with her special needs.	2/5/2018 12:21 PM
95	My daughter's school experience demonstrates how appropriate training and supports leads to student success. She does not use verbal language and is academically a few years behind her same age peers. Yet she spends the majority of her day thriving in a general education setting because her team is committed to creating and implementing modified curriculum and supporting her in alternative modes of communication. She is fully a part of her school community, both in general and special education. This was not the case at other buildings in the district and we are pleased to have been able to advocate for her current placement where she thrives.	2/3/2018 11:54 AM

96	Staff not trained to use AAC. No progress for my child. Worried & ridden with anxiety that my child will not be able to communicate. There are no facilitated social skills events. My child does not have one friend. We are frustrated and upset that there is nothing for him or family to participate in. There isn't even a special needs PTA so that we could create events. We were invited to Club night. I spoke with teachers of clubs I thought my child could try and was told there were no support staff available to assist. We feel left out. Placed in a more restrictive environment. While some loud noise is bothersome, my child is social and not making progress socially or emotionally. As a family we are upset. We know how much better the quality of life would be if he were included or if there were something fun he could do. My child does not like school. He is afraid of being injured by other students. I worry about his safety and feel bad telling him he must go to school when he doesn't like it there. Still working on the same skills that have been mastered. No homework is given. We have asked to observe his day so that we could provide input how to make it better, but denied access to observe. Thankfully 2 teachers care and do their best to help. They can only do so much because there are too many students. He is 15. I wrote his transition plan when he was 14. It was put in a file. A year later, I asked for more help and was told its not important at this point and to wait another year. When he is 16 yrs old it is time to discuss it. Only one class trip so far. He was sick that day. Overall, as a family, we don't feel like we are part of the school community. Every event is for typical students and I feel awkward asking to be included because it involves too much time for staff to coordinate or because I know in advance the answer is either no or maybe next time if we plan ahead. Having a child with a disability has taught me to be compassionate and patient. Yet, people who don't live with a disability daily don't understand therefore it isn't a priority. I appreciate that this survey has given me an opportunity to express what needs are not being met with the hope that something can be done to make it better.	2/2/2018 6:19 PM
97	My child has made many gains and grows each day. I can't say anything negative because staff is great with him!	2/2/2018 12:38 PM
98	I feel like our high school is very willing to ensure inclusion into regular ed classes for all students in special education but they oftentimes lack the financial resources for teachers and aides. They also have such high turnover in aides that they seem to be constantly hiring and training.	2/2/2018 9:00 AM
99	Living in a small town, many teachers are not prepared to deal with certain needs of children. My son has anxiety and selectively mute. Because they are not educated they felt it was behavioral and his development was overshadowed in the early years. Teachers were focused on trying to get him to talk, rather than coming up with ways to help educate him. Every year they ask me for help and to find him therapy (which I have to take him out of school for). The good part is that the principal is an advocate for my child and helps with any concerns I have.	2/1/2018 9:25 PM
100	Our story is too long and complicated to add to this little box.... Call me.	2/1/2018 5:56 PM
101	My son has been increasingly segregated away from the typical classroom and his typical peers. Because of lack of modification of curriculum in the regular classroom he spends most of his time in the special ed room. He has also picked up some inappropriate behaviors from his special education classmates. He is also not progressing as quickly with curriculum since he has been removed from the regular classroom.	2/1/2018 5:13 PM
102	Project Strive and Search have been profoundly meaningful for my son. He has made significant gains. However, we continue to struggle as a society to support these programs, especially in regards to mental health support.	2/1/2018 12:57 PM
103	we have just given up. the school has proven time and time again that they hate and despise kids with special needs. When the parents fight for the children rights the school retaliates against the children ruining their lives	2/1/2018 9:38 AM
104	My only complaint is that I don't feel that the teacher assistants/aides/paraprofessionals are trained enough to handle behaviors and actual teaching techniques to help the students engage in classroom work. Inclusion is not just letting my child be in a class with non-disabled peers. My child needs to be engaged in her work just like her peers as they are HER models. School districts need to invest in more training of aides.	2/1/2018 9:35 AM
105	While our son has made substantial progress from the time we moved to Wisconsin, he doesn't seem to want to go as often and speaks of other kids pushing or hitting him. I am very pleased with the progress he's made, but I know them teacher and aids could use more help and resources. We love it here and thank Wisconsin for being a full inclusion state, Tennessee is not and it's horrible for our children.	2/1/2018 7:53 AM

106	My child attends virtual public charter school. He has significant motor planning challenges and is non-verbal. The district declined to add OT to his IEP because they decided OT support wasn't necessary for him to be able to access the virtual environment...yet they gave him an adaptive keyboard?? We now have to use private therapy to help our child achieve these outcomes...or we can fight the district.	2/1/2018 6:17 AM
107	My child loves to learn. I have found that in the last year he has lost his confidence in reading to the point he doesn't even want to try to read. One afternoon my son came home and he had tears in his eyes. I had asked him what was wrong and after a while he told me. In school that day he was in the general classroom and he was asked to read outloud so he started to read and got stuck on a word. The teacher had asked the class to help him out and the whole class knew what the word was and said it outloud. Then at recess all the kids in his class picked on him for not knowing the word. I am very disappointed that he is not in the special education room more so he can catch up to the rest of his class and be at grade level. I am also disappointed that the teacher had put him on the spot to read outloud knowing that the reading that she was expecting to read was above his level. As it is I work with my son 1-2 hours a day trying to make school a little easier for him.	2/1/2018 1:24 AM
108	Our 16 year old son, who is a Junior in High school, has a vision impairment that we just found out about two years ago. He has 20/20 vision, but when he tries to read he has convergence insufficiency, so after a few minutes his eyes don't work together to read. School has been a struggle since 1st grade, but we could never figure out why. After being diagnosed 2 plus years ago we couldn't believe the fight we had to go through to get him an IEP. We even reached out to the School of the Blind in Janesville and they sent Jeremiah Beasley, their Technology Coordinator, to our school 2 years ago to evaluate and recommend accommodations for our son. 2 years later, 1st semester this school year, we finally had to pull him out of our local public school because his vision accommodations were not being met and the bullying from both students, staff and administration was unbearable. As a Freshman Special Ed student 2 years ago, our son was Sexually Harassed by an 18 year old Senior and our son actually was the one who served the consequences. As mandatory reporters, I now know the school should have reported this to the proper authorities. Our son was "gay hazed" in this school district since 6th grade, but nobody ever did anything to help him. This was a very disturbing situation as a parent.	1/31/2018 11:52 PM
109	My son has a para listed in his IEP, as his 1:1. The school struggled greatly last year and this year to find a skilled person that could help my son learn. I have indicated on several occasions on what type of person my son responds best to. I feel that they disregard this and just put whomever they have available, with my son. He does not like certain 1:1s and likes others. Instead of looking for the right 1:1 outside of school staff, they just move staff around to save money from having to hire another person. And because of the lack of understanding, empathy, care, enthusiasm and skill set of these 1:1s, Aidan is falling further and further behind in all areas of study??. And the district don't admit that they can NOT meet his needs.	1/31/2018 10:04 PM
110	We told them a food pantry would not be an appropriate work site for our younger son as he is obsessed with paper grocery bag handles. It was the only work site they would give him and he got in trouble and labeled aggressive (first time in his school history) for taking paper bag handles. They would not offer him any other work site. On his one and only community outing he came home with bruises down two sides of his arm. No one from the school has any idea what happened to him. No one followed up. We pulled him from school and found him a 5 hour a job doing laundry and light cleaning which he does very well. He is entitled to two more years of a Transition Program but we can't send him to school if he is not safe.	1/31/2018 9:26 PM
111	My daughter is constantly bullied at school and School does nothing to prevent it. My daughter hates going to school but because I need to work and cannot afford daycare she cannot be homeschooled. There are no options in our area for kids like her. Open enrollment is a joke for kids with special needs and leaves parents with no options especially if they own their own homes.	1/31/2018 8:55 PM
112	My child is has sever disabilities and the only classes she goes to with her nondisabled peers is music and lunch but the district writes on her IEP that she is out of the classroom more than 50% of the time,	1/31/2018 7:11 PM

113	My son was inappropriately expelled from school due to lack of knowledge/ communication between IEP members. He tried to commit suicide on school property at the age of 15. Rather than contact me, his mother, they put him in detention; which he ran away from. It took the school/ police 4 hours to tell me they didn't know where he was. Shortly after that, he was bullied by the principal, who single handedly decided to suspend my son. I went through the manifestation of disability determination and found that my son was not being supported at school, but kept in a room all by himself all day. He was not allowed to even be in the hallway. He has since been placed in an alternate school for 2 hours per day. I've fought for more time, but due to lack of aides, teachers, 8 hours a week is all they can provide. When I hired an attorney to represent my son's educating needs, two weeks later, he was falsely accused and arrested for threatening a teacher. The last 3 years have been a nightmare. At one time, our small school district had 12 special need children on suspension. They lack support all around.	1/31/2018 6:44 PM
114	I feel my son has an excellent teacher this year in middle school however very little communication to home and the school definitely has given the attitude that things will be done only their way because they know best. Children can not succeed without all the pieces of the puzzle.	1/31/2018 4:03 PM
115	He has great support. I always able to contact the staff and we have great communication.	1/31/2018 1:33 PM
116	My son has had no gains of any kind in the last four years in WI, we (as parents) have advocated well with little success. We hired a professional advocate and lawyers to help us navigate this year. They were appalled by the situation and how often the school district violated DPI legalities. Mediation had little resolve and the school district did not follow the agreement. We moved to a different state over 1 month ago...now he has instant success that has continued with the proper supports.	1/31/2018 11:59 AM
117	I have yet to hear from my child's kindergarten teacher (it's the end of January), I hear from special ed staff only. I am very disappointed in the general ed teacher's outreach.	1/31/2018 10:10 AM
118	My son has had an IEP for 9 yrs. I fight each and everyday for him. He was just diagnosed with dyslexia his freshman year. So he now has to take a different reading intervention and re learn. I have told the school district that my son needs direct instruction. But no one listens. They need more support for these kids. Not just during the day. But why can't the district pay for tutors for our children since the system failed. Why does it have to come out of the parents pocket? Doesn't seem fair at all. The system failed my son. And now the district is kissing my ass because they know I'm filling a complaint with DPI and filing for mediation. Glad it took that for them to pay attention. But things need to change. If the teachers aren't doing their jobs they need to leave. It has been a very hard 9yrs. And the reason I fight is for my son. I shouldn't have teachers telling me that my son needs to be on medication due to his ADD. That is our choice not the teachers!	1/31/2018 9:14 AM
119	Our child is being segregated and isolated at his MMSD high school. He was denied adequate training that was detailed in his IEP as he moved from 8th to 9th grade. He has been kept in windowless rooms with no access to any programming. We have picked him up early every single day he's attended, once while he was having a seizure that was completely unnoticed by staff. On other occasions we picked him up in a sensory room where SEA's were using his iPad to watch YouTube videos while he was being fed his snack directly on the floor. He has had embarrassing bathroom accidents, and he is toilet trained. When this happened, we were called to school to change him, and found him alone in a bathroom, naked, covered in feces, hiding his face under a trash can. We found out that the team had left him alone in a quiet room and returned to find he had an accident. They also explained they don't understand him and his requests. He has not had one modified assignment this year, incomplete progress reports and no real grades. We continue to advocate for him daily and have had many meetings without many changes. Past teachers and principals who love our family and our child, have been involved in advocating for him at the school, and district level, without much luck. The best we could do at this time, when we have no other options, is to reduce his day and get him out of the isolated spaces. He basically spends his days in the library, gym, or sensory room. We continue to ask for general education classes and they tell us they are full or they do not have support, or say they are inappropriate. He has been included for many years and all of this is too much for our family...even with strong advocacy skills. We are now forced with reality they we may need to move to another district.	1/31/2018 9:11 AM
120	My child requires significant care(as in for personal care, mobility, communication, etc) It has finally been approved to have the needed help with her through the day. Now comes the problem of there being enough staff. Shortages abound yet new hires are non existant. The over work of the staff that are there, working very hard to do the best they can, can end up taking a toll. The last thing we need is for someone to quit or transfer because they've been required to take on the work load of other positions beyond their own.	1/30/2018 10:41 PM

121	Bullies have been the most difficult thing for our family over the past two years. All our son wants to be is treated like all other students, therefore he doesn't want to use tools and breaks which are necessary for him to succeed on a daily basis at school. Other students notice these tools, make comments and seek him out on recess to pick on him about their use. Our son already has difficulties socially and to be isolated and picked on by peers is frustrating as since we are not at school...we are unable to provide social guidance. The staff attempts but they cannot always stop situations or understand what happened. It's heartbreaking as it has impacted our son's self esteem and self mental image. At the age of 9, he has stated he hates himself and wants to die, He is NINE!	1/30/2018 9:59 PM
122	Our school actually bullies the families. We actually filed a DPI complaint and our school will not hold a meeting until we drop the complaint. My child was sexually assaulted at school and he was taken out of the class and lost credit for class.	1/30/2018 9:55 PM
123	My child often has the brakes on his wheelchair set because there are not enough aides in the classroom. It saddens me when I enter the classroom and he is sitting alone and he's unable to interact with anyone. The staff at his school are like an extension of our family. They do their absolute best to care for my son. There is no lack of love but a lack of aides. I became a certified paraprofessional so I could sub in his ID classroom. I have been subbing full time and I can attest to the fact that there is a desperate need for more hands in the classroom.	1/30/2018 9:22 PM
124	Ever since my youngest started high school it is clear there is not enough resources to provide the basics in her IEP. Many goals and accommodations are not being addressed. This is very different high school than when my oldest with special needs went there. She was so much more supported.	1/30/2018 9:20 PM
125	My child's depression has increased 10 fold and she has actually began self harm and been suicidal. The school is tired of her behaviors and refuse to provide an iep even though she qualifies. They say they don't know what helping her would look like and went with a 504 instead. The problem is that the behaviors happen secondary to what is going on or not going on in school. The school doesn't require specialized training in mental health or disorders of the kids they work with. They rely on the special education staff to provide help. However, when the special ed staff is inadequate then the child doesn't get the help they need. This is our story	1/30/2018 8:34 PM
126	My son is dyslexic. The school provides special education, but they don't teach the way a dyslexic child learns. It's unfortunate that the school does not have the appropriate tools to teach. Every child can learn the dyslexic way, but Dyslexics cannot just learn anyway that is taught.	1/30/2018 8:00 PM
127	The most significant impact for my son is the increase in his anxiety. The anxiety impacts all aspects of his life. Social, emotional, mental, behavioral...at home as well as at school. The steady increase of aggressive behavioral incidents at school, triggered by his anxiety, has resulted in my being called to come get him early many days, as well as suspensions. It has also resulted in the need for an increase in therapies. In turn, this has all resulted in loss of work hours and concerns that I could lose my job. (I am a single mother and my job is my lifeline, not only financially but socially as well) I feel that every individual incident is a trauma, and now my son associates school with traumatic incidents. He has now become a target of bullying and fear by other students, due to the outbursts, which has also resulted in social ostracization. Although I actively advocate and fight for proper supports, I feel as if I am watching a train wreck in slow motion that I have no chance of stopping. It is the worst feeling in the world as a parent to be unable to make it all better for your child. Especially when that child has disabilities and doesn't understand.	1/30/2018 6:06 PM
128	My son has seen an increase in bullying. He feels that he doesn't have friends and most kids just want to hurt him. The school continually tells me he is well adjusted but they have been giving him 'working' projects indoors (where he learns tasks and feels valued) and not sending him outside as much as he is not comfortable being on the playground. He is only 8 years old.	1/30/2018 6:00 PM
129	The lack of special education training in specific disability areas is concerning. The district is struggling to meet the needs of my child and as a result he is regressing both academically and socially. The resolution offered by the district is always the same "change his placement" to another school where nothing changes.	1/30/2018 5:34 PM
130	As a special education teacher for the past 25+ years (and mother of a special needs child), I was vigilant about his education. Our IEP team worked well together. I made sure I stayed informed and involved. I think his success was partially due to all team members knowing each other well.	1/30/2018 5:27 PM
131	We just moved our son to a different school 2 days ago for the last 2 years he has gotten mostly D's. We are not looking for straight A's...but we hope he can improve to C's	1/30/2018 5:09 PM

132	We sought a school change within our district to try to help our daughter socially. Some of her relationships had become toxic and her obsession with students she wanted to win over as friends disrupted home life as well. We were denied this request with no explanation. We tried open enrolling her in a neighboring district and our request was denied. Then we sought out enrollment at St. Coletta Day School of Milwaukee through the Special Needs Scholarship Program. She is now enrolled there:) Itvscamichbbetyer year for her academically and socially	1/30/2018 4:20 PM
133	Our district is so bad with transition planning that when we call our CESA office they are able to guess which school we are from. Many, many families with enough money to do so have left our school and are paying for private schools and private services. unfortunately, we are unable to do so, and our child doesn't qualify for any long term services, either, so we are in big trouble.	1/30/2018 4:09 PM
134	More and more socially isolated. Doesn't like to interact with others. Difficult to participate in activities. Excessive weight gain. Likes to just be home with parents.	1/30/2018 3:46 PM
135	We are often fighting to get what is required under the law—particularly extended school year services. It is overwhelming and exhausting to be constantly monitoring what the school provides to see if it is enough.	1/30/2018 3:15 PM
136	Last year the school hired a special ed teacher last minute. The school psychologist also changed. That special ed teacher has since left and there were 2 part time (non-special ed) teachers filling in to take on the case loads. The new school psychologist is not involved in any of my child's struggles - and the classroom teacher is taking everything on herself. They've just hired a new, full time special ed teacher but I have not had any contact with her, and I don't think my daughter even knows who she is. The morning aid was a different person all the time because they can't find enough educational support personnel. My daughter now finally has a consistent aid in the morning and in the afternoon. But, she doesn't care for the morning aid so she refuses to work. They can't get her to eat lunch so the afternoon is a battle on top of everything else. She tells me she's being bullied but she has a hard time interpreting interactions with other students - so I'm never really sure what's really happening, and there seems to be a lack of supervision during free time with other students. She frequently gets in trouble for aggression but since no one sees what's happening they don't know what caused it or how to help my daughter avoid that in the future. Last year all this inconsistency was going on and she still managed to keep her academics at a level appropriate for her grade. This year she is consistently slipping backwards. The only responses I get to concerns are from her classroom teacher. My daughter always loved school but now she comes home in a terrible mood and sits in her room. She worries the whole weekend about going to school, says she hates school constantly and makes the morning routine very stressful for me and my son - because she avoids doing any of it - hoping she won't have to go to school. She's not learning any self-care skills but avoids them more than ever. The whole family is exhausted and frustrated.	1/30/2018 3:05 PM
137	My child's educational team which consists of 2 reg ed teachers, 1 spec ed teacher, a student teacher, a classroom spec ed aide and an OT, PT and Speech therapist do an incredible job of working together to make sure that all aspects of his education are working in conjunction. They communicate with us frequently regarding our son's successes as well as his challenges. Early in the year I requested suggestions for a homework program. Not only did they provide suggestions, they put together several packets and worksheets along with at home versions of strategies used in the classroom. I could not be happier with the support our son receives in school as well as the support we receive as parents on how to work with school to make the most of his educational experience.	1/30/2018 2:55 PM

138	I am so grateful to the staff at Fairview South School. They work tirelessly to provide what my daughter needs. She Does Not need more general ed kids with her, that's preposterous. She needs to learn to keep from pulling people's hair and throwing things. If she did not have an environment like FVS I would be quite desperate about her future. We have 1 1/2 years left to help her learn to manage her communication weaknesses and behavior issues. I'm afraid she will have great difficulty finding an adult program that will take her. I have two adult sons with disabilities and I know what she needs to learn to find quality in adult life. The only typical peers that will be in her life will be her family and her caregivers. My fear is that this current push that is destroying existing supported workshops will leave her and her brothers with very very few options for meaningful days. I would love to become some kind of political activist to combat the current push toward closing work settings that do not have "integrated employment". People with disabilities deserve choices! The whole work of the education system for children like mine must be based on what they need to best survive LIFE, their life. The supports my children would need to participate in "integrated employment" would be cost prohibitive and rather pointless. They need life skills and then a space where they can be who they are, safely. The current trend is severely narrowing their choices. The current push toward full inclusion in schools is great for many of the students. But I believe it is keeping many students from acquiring the life skills that they actually need to have fulfilling lives once they turn 21. I am forever grateful that my daughter has this last 1 1/2 years at Fairview South School. It is her very best chance at preparing her for what lies ahead.	1/30/2018 2:55 PM
139	Reading instruction is ineffective not given with integrity or fidelity at school--teachers need to be trained in the science of reading	1/30/2018 2:54 PM
140	A week before school started, my son's experienced special ed teacher left and switched schools to be replaced by a fresh out of college teacher. I know more about caring for my Autistic son than her academically. Giving her idea upon idea but she is too stubborn to use them. Act 10 forced out all the great teachers in his predominantly white, suburban well off school. What is left is terrifying, young teachers without mentors! Build those juvenile prisons, you are going to need them. Dyslexia is not tested for or recognized, no help with ADD/ADHD students, struggling students left to "self-advocate" fighting to grab the attention of staff who are overwhelmed by how many need their time. Now there is talk of talking my son with Dyslexia out of Special Ed. Why do you think he is succeeding? Do something before it is too late! Education should not be survival of the fittest or loudest!	1/30/2018 2:35 PM
141	Inconsistency in aides. No afternoon aide means she cannot be at school. Daughter has NO cognitive disabilities and only physical disabilities. She is a total care child with a nurse that also attends school with her. If there is no aide, principal won't allow her at school.	1/30/2018 2:25 PM
142	My son has been allowed to participate in transition planning. This started last year in 8th grade. He expressed an interest in cooking. His teacher made him a hand-sewn apron with his favorite characters; skylanders. Each week he would practice a recipe with the teachers aide. He would then have to complete the food item, demonstrate to his peers, and share the food with the class. He learned more about cooking, measurements, and math. More importantly, he was able to expand his social skills, connect with his peers, and practice public speaking. Reedsville School District has a new teacher in the WILL class room for high school. She is excellent about communicating with me how things are going at school. She will call or email with news, updates, concerns, and best of all: good stories too! My son is now school famous for his cooking skills and tasty treats. I am very satisfied with the services my son receives.	1/30/2018 2:20 PM
143	I'm coming from a positive experience. The staff is always looking out for my daughter and we communicate back and forth via email, text. The staff truly got to know my daughter and she has enjoyed going to school. Even when another student came over in the hallway and bopped her on the head the staff told us right away and made adjustments so that student isn't in the hallway the same time our daughter is for a bathroom break. The staff also wants to know about our daughters outside experiences so they can communicate with her on her likes.	1/30/2018 2:08 PM

- 144 Our local school district could not provide care for my daughter, due to cut backs. There options where home bound schooling with no support in getting her tested academically or functional screening. After a few months I just pulled her and registered her as homeschooled since o wasn't getting help. This current year we went back to school district to talk over the summer to see about getting her tested and form a care plan. Once again the biases was very present. After only one test completed and two drastically different conclusions presented, I decided we would no longer attempt to work with the district. So we open enrolled to mcfarland school district. I voiced my concerns for sped from first contact then nearly daily then weekly. The iep meeting I was given 3 min notice of so I was not prepared and the actual person who could make changes and supposedly request testing was unavaible for over a minth. I was told I needed to sign a iep formed off of testing back in 2014 or told my daughter would not get any help. So I did. Then when the staff returned told me I needed to file a request for review and it would take up to 90 days to make a decision if retested was needed. I finally pulled her out at the end if first semester. Still with no current iep, or evidence of referring in place. She still was being expected to work on age based material rather then skill based and was being reported as noncompliance. So once again she is registered as a homeschool student now. Only because I had found a virtual school who actually helps with iep and making school achievable. However the former school has not sent over her file with iep details . I have filled out the dpi transfer form with open enrollment. Reached out to them directly and still have not received anything. I have lost all faith in Wisconsin dpi ability to protect and educate students that do not sit in the squear box of "normal" kids. I am now researching our rights so when I try again to get my daughter rightfully educated I will not expect the district to do what is in the best interest of her rather then the didtrict.
- 1/30/2018 1:40 PM
- 145 My child has a severe communication impairment and requires specialized electronic AAC supports in order to communicate and access the curriculum. Our school district appears to lack an organized support infrastructure for students who require proficient electronic AAC support to communicate. Our family is providing much of the AT and tech support for our child's school day because the process of trying to access this support through the school district has been harrowing. It appears to be a norm in the public schools that children with complex communication needs are not provided with proficient support for their communication needs. Administrators and staff have lacked knowledge about what is required, or how to provide it. As a consequence, many of these children grow up without the means to communicate, or become habituated to being denied access to their means of communication during the school day.
- 1/30/2018 1:35 PM
- 146 Due to extremely poor communication/district coordination..NO teacher was hired for 18-21yr program. 3 weeks of dysfunction, no foreshadowing, and utter frustrations my son felt unsafe with staff, staff did not know his name nor his IEP/ BIP...my son "Skype me" and I herd conversation & conflict erupt causing my son to react with "fight mode" and I directed him to leave before he was seconds away from punching a staff/teacher. Took district 10 days to respond to emergency IEP, and 6 months to go through mediation. 12 yrs of fighting for his needs and advocating has produced a child who has shown no progress since 3rd grade, a family in daily crisis, and a school district unwilling to hear, unwilling to collaborate as a team, unfortunately another child IS LEFT BEHIND!!!
- 1/30/2018 1:14 PM
- 147 My son has learning disabilities and was not given the modifications he needed. Three years ago, he lost his brother in September, his father in December, and his best friend committed suicide in April. Two more friends of his committed suicide before the end of the school year. He failed most of his classes and the school offered no help at all. The school personnel blamed him and never modified classes or gave him a way to succeed despite his complex grief. Their final solution implemented this year: send him to the alternative high school, where he would be in with kids who had been suspended or expelled. He did find a friend there - a friend who offered him drugs. My son's future? Not very bright. School has pretty much ruined his life!
- 1/30/2018 1:07 PM
- 148 As a family, we need to fight more and advocate more vocally to get our child's most basic needs met. We have had to decide between having academics and having my child's physical needs met (feeding, changing, time in his stander).
- 1/30/2018 1:06 PM
- 149 My son has Type 1 Diabetes, ADHD, anxiety, depression and suffers from PTSD after a bone marrow transplant. He was in a smaller school within our district that saw his challenges as behavioral and would suspend or seclude him from his peers. He was not allowed to participate in recess, was in the special ed room for the majority of the day and was followed around everywhere he went by staff. We asked for open-enrollment to a larger school within the district and they are much more equipped and understanding. He is in regular ed classroom most of the time, has more independence and is doing much better. He still has some struggles but the school works with him and I do not receive phone calls or requests to pick him up in the day like I was before.
- 1/30/2018 1:01 PM

150	The district is not following the law, with support from the DPI. The funding that the district receives for the "headcount" plus categorical aid plus IDEA funding far exceeds the cost of services provided. We will celebrate the day that our student is no longer in public school.	1/30/2018 12:50 PM
151	My child has experienced a significant decrease in contact with non-disabled peers from 5th to 6th, and then again from 6th to 7th grades. The classroom teacher in 5th grade did wonderful inclusion work with my child and our family, but middle school was not set up for students with significant disabilities to have that experience. At least there was one art class last year where the teacher had a daughter with disabilities himself, so inclusion was a matter of course for him. That teacher has retired, and the new art teacher has a classroom environment that is not conducive to my child's participation. Yesterday the only things on my child's schedule that were outside the "resource room" were lunch, and 10 minutes in the library. I also found out yesterday that the wonderful 5th-grade teacher left teaching, after a 10-year career. Her class last year was one-third kids with disabilities, she only had .5 CC teacher support, and far insufficient support for behavioral/mental health issues. She was one of the best, and her departure is an immense loss to the district and to the profession. My child is, at least, learning to read, and efforts are being made to at least bring typically-developing classmates into her orbit, if not to bring her to them. Her CC teacher is trying very hard, and connects with her well. But sometimes, the barriers are too great for staff to punch through.	1/30/2018 12:40 PM
152	My girl is 19 her biggest issue currently is anxiety which has kept her from even being able to enter the high school to complete her education. In spite of trying various ways trying --online classes through our school, ged, now competency based. The support from school is missing. It falls to me a parent to be "teacher" . She has lost her connection to school and reason to complete. Transition services ,in the form of community supports is a vital part for her and they are constantly being inconsistent in scheduling and delivery ...they know this is detrimental	1/30/2018 12:35 PM
153	I believe my daughter has received top notch education in the muskego norway school district	1/30/2018 12:32 PM
154	My child does not have behavioral problems and does not want to draw attention to himself. Because of the demands of other students and a high caseload for educators my child often sits unattended doing nothing. His gap in knowledge ranges from two to SIX grade levels behind based on school testing yet every year he makes very little gains. The staff simply does not have the time and resources needed to give my son the individualized teaching needed for him to succeed.	1/30/2018 12:23 PM
155	My child has made little progress in reading in the last three years and her social circle remains her family and teachers. It majes me made that gen ed teachers are not trained how to implement UDL and sad that focus is on so much rigor of academics that there is no room for the social abd emotional component of learning for all of our kids and in the end those with disabilities get left out of the social circles and are not engaged in the academics.	1/30/2018 12:13 PM
156	The Oak Creek/Franklin School District has made cuts to the special education program consistently throughout the years. The keep saying everything is great and fine. New Special Education Director this year, he showed us numbers last week at a school board meeting, it was heartbreaking!!!! The math and reading scores were the lowest ever! The readiness for college was 0%!!!! NOW, people are paying attention. It is just so emotional, I want my child to have what every other child has and that is NOT happening! I am worried to death for his future. We want him to go to college, live on his own with minimal supports. Be a functioning member of society! This WILL NOT happen if the school doesn't help us!	1/30/2018 12:06 PM
157	Our school has committed to and implemented the co-serve to co-teach model before having adequately trained staff. This change has amounted to the old "mainstreaming" model of education. Children with IEPs, my son included, often experience proximity to regular education peers, i.e., enrollment in a regular education class, without appropriate support. My son suffers terrible anxiety and resulting OCD because, without curricular accommodations and modifications, he is lost and poorly supported in some classes. I have learned entire curricula to pre- and re-teach materials to avoid the spike in anxiety that comes from his being lost in class. The inclusive, co-serve to co-teach model without adequate resources for thoughtful, high-quality implementation has made my son suffer, ruined my family life, and ruined my chance for meaningful employment outside of the home.	1/30/2018 11:58 AM
158	My child has struggled socially since beginning middle school and suffers from mental health and behavioral health issues. We have found support through case managers and the implementation of an IEP plan, but my child continues to struggle in meeting goals. We've dealt with several case managers and counselors and found some to be more effective than others. My child is in her senior year and her current case manager and GEDO teacher are the best yet, but she still struggles with the social aspects of being on site and achieving the goal of graduation.	1/30/2018 11:57 AM

159	If there is one group of students who should NOT be pigeon-holed, it is the special ed group. My daughter's disabilities are severe, she is nonverbal, and she will never be self-sufficient or hold a job. Yet she continues to learn, at her pace. I know best how she learns and how important it is to meet her where she is, and challenge her to the next step. It is time-intensive and relies heavily on staff who know her well. The latest special ed teacher at her school has a policy that my daughter's aide changes every week in a rotating schedule. What that means is that more people have to know how to work with my daughter, and keep track, over the three weeks they aren't working with her (there are 4 in total), what she is accomplishing and how to move forward. It think that is way too much to expect of any staff member. I don't think she's really made any progress since September. I will be pulling her out of school at the end of the school year and hiring the best aide (who's known her since kindergarten) to work with her privately. I do understand that it might be useful for some students to work with different people. My daughter, though, is perfectly happy being with anyone, and as explained, the issue is really that THEY don't know how to work with HER.	1/30/2018 11:39 AM
160	My son was discharged from his IEP due to decrease of behaviors from last year. He is still receiving academic support for classes as needed. He is no longer in smaller class settings.	1/30/2018 11:22 AM
161	Prior to attending K5 at a public school my son was in a ABA Intensive Therapy Program at home lacking the social interaction he needs. Which is why the decision was made to enroll my son in school. I feel my son would benefit for more time with a speech therapist. I think more trained professionals at our kids disposal would benefit to bridging the gap to our kids peers	1/30/2018 11:21 AM
162	This is Danielle Kaiser. If you haven't heard the half of it elsewhere or on Facebook, feel free to call me if you want more stories.	1/30/2018 11:20 AM
163	I'm am currently a foster/adoptive parent of 4 children with special ed needs and MPS has failed them drastically. I was fortunate enough to get the oldest, who is now a junior, in the Glendale district in 2nd grade and private school for highschool, which has afforded her opportunities beyond belief. The younger children who came to me later are still unfortunately in an MPS and are failing miserably due to the lack of qualified supports available in their schools. This is a sibling group of 4 with extreme behaviors so at this point I am transitioning them 1 by 1 into private schools as they enter 6th grade. MPS is in desperate need of more support for its student with special needs as the current state is horrendous.	1/30/2018 11:19 AM
164	My son is in the EC program in South Milwaukee. South Milwaukee is it's own small school district separate from MPS. The SM EC program is very good. Well trained teachers and therapists all day. Almost all one on one with my son. Speech, PT, and OT. My only complaint with his current program is the lack of typical peer modeling. His class is only for special needs students. While his current program is wonderful I have heard that the quality will drop sharply when he enters the inclusive classroom in kindergarten so we are researching our options for that time.	1/30/2018 11:00 AM
165	My son has experienced targeted bullying for the past four years at school. These incidents have ranged from social media to physical assault. This year he was "pants" on school grounds - meaning his pants and underclothes were removed to his skin. We were told this was a trend within the school and other students experienced it as well. School responded with a all school inservice to students and provided my son (at our request) 30 minutes per week access to the guidance counselor. They also continue to recommend increasing the time he spends isolated from general education students. We have two children at this school. Both of their education experiences are impacted by the decreased support to the special education students and subsequent decreased supports to general education students. Poorly trained or unavailable school aides result in increased opportunities for negative behaviors from all students thus resulting in a decreased sense of worth and increased anxiety for many students about attending school. My children, and their friends have shared they do not feel safe at school. Many classmates of my children have left the public school system or moved to another district to better address their child's needs. Children who we have known are experiencing depression that results in inpatient treatment and suicide attempts. The lack of sufficient support is a tragedy for the inclusion of people with disabilities in our society for generations to come. Our daughter has begun anxiety medication due to increased stress headaches and anxiety related to school. Current practices are meek at best to support the premise of College and Career ready for all students.	1/30/2018 10:04 AM

166	My son has regressed in reading one full grade level over the summer. He regressed in other areas significantly as well, especially in his speech and occupational therapy needs. We were told that he still doesn't qualify for the extended school year because they don't have enough funding and because he isn't severe enough. It is almost February and we just got him to where he was academically LAST January. We feel he will never close the gap because he doesn't have the support he needs in the summer to not regress. What is next year going to look like? Will the gap widen to the point where he is held back in school and lose the friends he has after years of work? He's only in first grade... but I worry for his future.	1/30/2018 9:55 AM
167	My son attends Fairview South School in Brookfield. It's dedicated special needs and the best move we ever made. Having a significantly disabled student in a segregated class in a regular high school isn't beneficial for anyone, neither is inclusion when your 18 year old is functionally a year old, in diapers, needs feeding, non-verbal. Instead my son gets full 1:1 instruction in a class size of 6, art and music therapy, work center, adaptive gym, PT, OT and has a stander, walker, bike, assistive technology etc. Contact with peers is on a regular basis. So far this year the Brookfield Central Varsity football team and marching band have come taken part in OUR activities rather than our kids being sidelined in a regular school. Brookfield East choir and Launch have been in. We also have students from Marquette, volunteers from a local church. Our students go regularly out into the community. They are helped with work placement if that is a viable pathway. They are all pushed to the max. Field trips, swimming lessons, dances, everyone is included. Please stop pushing inclusion as the only option, it doesn't work for everyone.	1/30/2018 9:52 AM
168	My child is being expelled for kicking a teacher. A proper bfa was not conducted therefore the bip was not done properly to fit the needs of the child. The child is secluded from activities, not able to use restroom alone like all other children, unable to participate in sports if on school property. He is treated like a criminal and all he wants to be to play and doesn't understand why he can't go back to school. They failed him, they didn't give him the proper supports he needs. Fighting these battles and rights violations has taken its toll on our Family emotionally and financially but we must keep fighting for him.	1/30/2018 9:42 AM
169	We moved to Cedarburg from Milwaukee for my son with autism. We fought with MPS to get supports for him. He was not functioning in his first grade classes and was completely shutting down. He is now in sixth grade in Cedarburg. He has a 4.0 GPA. He spends his day with his peers in mainstream classes with modifications and para support. We are so happy with Cedarburg schools but sad that we felt forced to move out of Milwaukee to get him a fair education. 4 1/2 years after our move, we see the results of our son getting the resources he needed in a more affluent district.	1/30/2018 9:41 AM
170	There are two issues which come to mind. Children with disabilities ride separate busses from their typical peers. My son (who has autism) and his classmates (who have developmental disabilities) were being bullied on the bus by the students with emotional and behavioral disabilities. My son's classmates were afraid to speak up, afraid to stand up for themselves, and afraid to stand up for each other. Unruly behavior on the part of the EBD students was something I observed regularly. My son uses a harness on the bus to keep him safely in his seat, so he couldn't get away from what was going on. My son doesn't speak, so he couldn't tell us if something was going on. It got to the point that one Sunday night, I told him it was time to get ready for bed, as he had school in the morning, and he had a 90 minute meltdown, which is very atypical behavior for him. I requested that the route be split, and it was not. I finally got my son's bus route changed by changing where he is dropped off and picked up. The other issue I have is that in the regular education classes he is in, the behavior of the typical students is not under control. One day, his social studies teacher had the class in the hallway standing by the lockers for 20-30 minutes, waiting for the class to settle down. It is frequently loud and chaotic in all 3 of his regular education classes. I have concerns that he will learn this behavior and I am concerned what the consequences will be if he does.	1/30/2018 9:36 AM
171	My son is 9 and in 3rd grade. He struggles with transitions and change - these times are when his behaviors tend to spike. Every year of school since kindergarten, the number of aides and support staff handling him each day has grown and grown. In kindergarten he had one aide. In first grade he had 2 aides - one in the AM and a different one in the afternoon. In second grade he had 4 throughout the day. This year in 3rd grade he has 8 different aides rotating in and out with him during the course of the week. And this is on top of his therapists, special education teacher, and nurse. It's very difficult for him to get the consistency he needs when so many people are handing him off every day. I have expressed my concern and displeasure with these changes every year, but am always told there is nothing they can do - the district makes cuts to aides every year and they have to make due with what they have. It is negatively impacting my son's behavior, and therefore his learning though.	1/30/2018 9:33 AM

172	My daughter uses an eye gaze AAC device. The school SLP knows nothing about using one. 1 year later they finally agreed to use a consultant. She came 3 times. They still don't know what they are doing. I teach her at home as much as I can. Her receptive language is the same as her peers and her expressive is 5 years younger. Open enrollment is a joke, no school has been willing to take her saying that there is no space available. Where is the support for school staff when the student has multiple disabilities and uses a high tech AAC device.	1/30/2018 9:06 AM
173	Our son has an autism spectrum disorder. He is in the regular ed 5th grade classroom with supports coming in. He has struggled this year with not feeling he has friends in his class and the classroom environment being too loud. His teachers and staff have been very responsive and helpful. We worked together to identify what would work best for him. He had a chance to visit a different classroom. He now splits his day between two classrooms so that he would not miss content but also have a chance to learn math and reading in a quieter environment. He is happier because he has good friends in his new class. Working collaboratively has made a huge difference.	1/30/2018 8:52 AM
174	I have personally changed career paths so that I could focus on our dyslexic son's education and provide the support he needs, but the school is currently unable to provide due to lack of training.	1/30/2018 8:51 AM
175	The principal at our school is not supportive at all. He thinks parents use their child's disability as an excuse. He was overheard making these comments in front of the ARC of Racine. Very disappointing.	1/30/2018 8:18 AM

